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ABSTRACT

This report presents information on the cost required to repair Native American educational facilities, funded by the Bureau of Indian Affairs, the condition of the school buildings, adequacy of the school environment for instruction, and the extent to which schools can meet future technology and communication requirements. The total repairs funding needed would be $754 million. Compared to schools nationally, BIA schools are generally in poorer physical condition, often lack key facilities requirements for education reform, have unsatisfactory environmental factors, and are less able to support computer and communications technology. Three appendixes provide: (1) a description of the methodology used; (2) a list of BIA schools for school year 1996-1997, by state, (name of school, city located, grades, enrollment FY 1997, percentage change since FY1987, and since FY1992, and number of portable classrooms); (3) comments from the Department of the Interior. (GR)

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United States General Accounting Office

GAO

Report to the Honorable
Byron L. Dorgan, U.S. Senate

ED 426 578

December 1997

SCHOOL FACILITIES

Reported Condition and Costs to Repair Schools Funded by Bureau of Indian Affairs

EF 005 171

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GAO

United States
General Accounting Office
Washington, D.C. 20548

Health, Education, and
Human Services Division

B-278570

December 31, 1997

The Honorable Byron L. Dorgan
United States Senate

Dear Senator Dorgan:

In 1995, we reported on the condition of the nation's school buildings, but we did not separately describe the state of schools funded by the Bureau of Indian Affairs (BIA).[1] On the basis of schools' responses to our 1994 nationally representative survey regarding the condition of school facilities, we estimated that the nation's schools needed about $112 billion[2] to repair or upgrade facilities to good overall condition.[3] Responses to our survey indicated that about 33 percent of America's schools reported needing extensive repair or replacement of one or more buildings; almost 60 percent reported problems with at least one major building feature, such as plumbing; and about 50 percent reported unsatisfactory environmental conditions. Furthermore, many reported lacking critical physical capabilities to meet the functional requirements of education reform and key technology elements to support computers and communications technology.

BIA has invested millions of dollars in schools to create an environment where Native American children can be educated and prepared for the future. Like other schools in the nation, the BIA schools require maintenance and capital investment and must be designed and equipped to meet the needs of today's students and tomorrow's workers. For these reasons, you asked for information on the physical condition of BIA schools similar to that presented in our earlier reports on the physical condition of the nation's schools. In response to your request and subsequent discussions with your office, this report presents information on (1) the amount of funding that BIA reports is needed to repair educational facilities, (2) the condition of BIA school buildings and building features, (3) the adequacy of school environmental conditions, and (4) the

[1]For more detailed discussion of the condition of the nation's school buildings, including building features and environmental conditions, and their ability to meet the functional requirements of education reform and support technology, see School Facilities: Condition of America's Schools (GAO/HEHS-95-61, Feb. 1, 1995) and School Facilities: America's Schools Not Designed or Equipped for 21st Century (GAO/HEHS-95-95, Apr. 4, 1995), respectively.

[2]Sampling error is plus or minus 6.61 percent.

[3]"Good" condition means that only routine maintenance or minor repair is required. "Overall" condition includes both physical condition and the ability of the schools to meet the functional requirements of educational programs.

extent to which schools are physically capable of meeting the functional requirements of education reform and computer and communications technology.

To answer these questions, we obtained information from BIA about the cost of repairing all BIA schools. We also analyzed the responses of BIA schools to our 1994 School Facilities Survey and compared responding BIA schools with other groups of schools in the nation. In addition, we visited three BIA schools that had responded to our survey, and seven additional BIA schools. During our visits, we observed schools; interviewed school and tribal officials; and examined relevant documents related to facilities. (See app. I for a more detailed discussion of our methodology.)

As was the case with the data reported in our previous reports, all data are self-reported, and we did not independently verify their accuracy.

Results in Brief

BIA reports that the cost of the total inventory of repairs[4] needed for BIA education facilities is $754 million. This includes the cost of repairs to all school buildings,[5] including dormitories for students and employee housing. Data from our 1994 National School Facilities Survey show that, compared with other schools nationally, responding BIA schools (1) are generally in poorer physical condition, (2) have more unsatisfactory environmental factors, (3) more often lack key facilities requirements for education reform, and (4) are less able to support computer and communications technology.

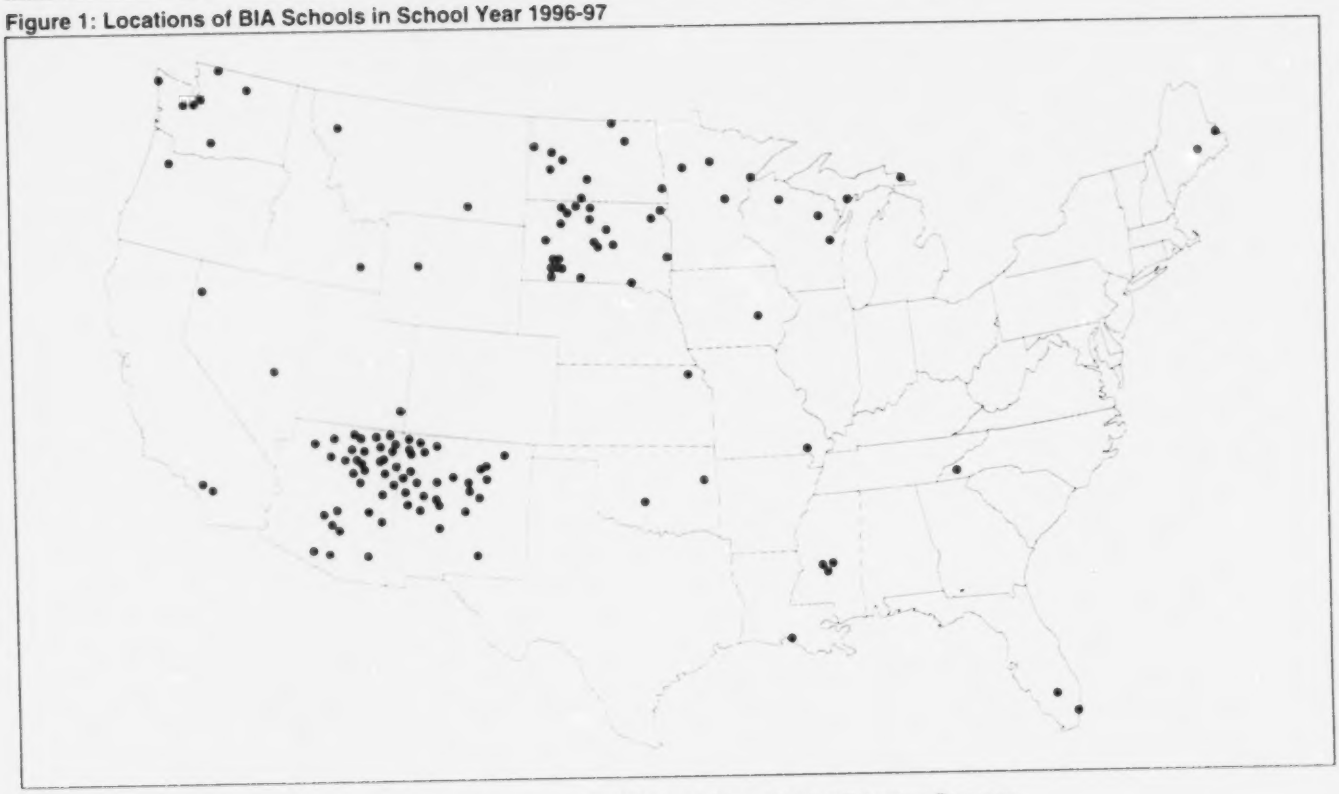
Background

While most Native American children attend regular public schools, about 10 percent attend BIA schools, which are funded by BIA and operated either by BIA or by various tribes through grants or contracts from BIA. BIA schools are found in 23 states but are highly concentrated in 5—North Dakota, South Dakota, Arizona, New Mexico, and Washington—as figure 1 shows. (See app. II for information on individual BIA schools by state.)

[4]This does not include the costs of replacing school buildings. BIA's priority list for constructing education facilities includes eight unfunded school replacement projects with a total estimated cost of $112 million.

[5]Any one school may have more than one building.

Figure 1: Locations of BIA Schools in School Year 1996-97



Source: Data are from BIA, Office of Indian Education Programs.

BIA funded 173 schools[6] (including boarding schools) in school year 1996-97, with a total enrollment of 47,214. The schools ranged in size from 15 to 1,144 students, with about one-half enrolling fewer than 200 pupils. Enrollment in BIA schools is growing and overall has increased 25 percent since 1987. Most of this growth has occurred in the last 5 years. Growth in BIA's day schools,[7] which do not provide student housing, has increased more rapidly—47 percent since 1987, 24 percent since 1992.

BIA officials told us that BIA schools are often located in isolated areas and have to provide and maintain extensive campus infrastructures because

[6]BIA also funded 14 peripheral dormitories.

[7]In school year 1996-97, BIA's day schools enrolled 26,752 students.

they are too far from population centers to have access to town or city services. For example, one school we visited had to house and maintain a fire truck on campus because it is too far from the nearest city to use its fire department. In addition, some schools must provide dormitory space for students and/or housing for faculty and staff because they are so distant from population centers. BIA officials told us that this isolation may also contribute to maintenance difficulties and costs when materials have to be shipped long distances and construction/repair staff have to be housed while on site.

Officials also told us that about 25 percent of BIA school buildings are at least 50 years old,[8] and many of these buildings are on the National Historic Register. BIA officials told us that this listing often restricts the ability to make education-related renovations and improvements.

BIA Reports Needing Millions to Improve Educational Facilities

BIA reports that, as of October 1997, the cost of the total inventory of repairs needed for education facilities at all BIA schools is $754 million. This includes $693 million for repairs to school buildings, including dormitories for students. It also includes $61.7 million in repairs needed for education quarters such as employee housing.

BIA's inventory of repairs needed—the facilities backlog—is an amalgam of information collected by architects, engineers, and BIA staff over the years. The inventory describes in detail individual work items required by national standards and codes such as the Uniform Building Code, National Fire Codes, and National Electrical Codes to repair the facilities. The facilities backlog contains the repair cost for deficiencies identified in a building or at a site. The deficiencies may involve safety and health, access for persons with disabilities, or noncompliance with other building codes. BIA is currently developing a new Facilities Management Information System and will be validating and reassessing the entire facilities backlog and inventory. The validation will include professional estimates of the cost of all backlog repair items and a determination of the relative economic values of repair versus replacement. The system development and validation projects are scheduled for completion in fiscal year 1999.

Our 1994 survey asked school officials to estimate the total cost of all repairs, renovations, and modernizations required to put their school

[8]In our previous work on school facilities, we found that building age alone is not significant; rather, building condition depends on how buildings are maintained. See GAO/HEHS-95-61, Feb. 1, 1995.

buildings in good overall condition.[9] The amounts reported by the 71 BIA schools responding to our survey were generally in agreement with BIA's estimates of the costs required to address the inventory of repairs needed at these schools.

Most BIA Schools Responding to Our Survey Reported Less Than Adequate Conditions

Sixty-two percent of the BIA schools responding to our survey reported having at least one building in need of extensive repair or replacement. As shown in table 1, a greater number of the responding BIA schools reported having buildings in less than adequate condition than did rural/small town schools, central city schools, or all schools nationally.

Table 1: Percentage of Schools With Buildings in Less Than Adequate Condition

		National estimates for		
Type of building	Responding BIA schools	Rural/small town schools[a]	Central city schools[b]	All schools
Original buildings	46	24	31	26
Attached and/or detached permanent additions to original buildings	41	16	22	18
Temporary buildings	51	31	29	28
At least one building in less than adequate condition	62	30	38	33

[a]Rural/small town is defined as either a rural area (a place with a population of less than 2,500 and defined as rural by the Bureau of the Census) or a small town (a place not within a standard metropolitan statistical area (SMSA) with a population of less than 25,000 but greater than or equal to 2,500 and defined as urban by the Bureau of the Census).

[b]Central city is defined as a large central city (a central city of a SMSA with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 per square mile) or a mid-size central city (a central city of an SMSA but not designated a large central city).

Officials at the three responding schools that we visited told us that although some repairs and improvements had been made, overall conditions had not changed materially since our 1994 survey. For example, one school was completing a new permanent addition that will provide classrooms for kindergarten, first, and second grades, but most of its students will remain in temporary buildings, that is, portable classrooms.

[9]We asked respondents to rate the overall condition of their school buildings on a six-point scale: excellent, good, adequate, fair, poor, or replace. See GAO/HEHS-95-61, Feb. 1, 1995.

In addition, our survey data generally showed that the responding BIA schools reported more inadequate building features and environmental conditions than did schools nationally. These data also showed that the responding BIA schools more often reported that they met the requirements and needs for educational reform "not well at all."[10] However, with regard to technology elements, the responding BIA schools were generally more comparable to schools nationally, particularly central city schools.

Building Features

As shown in table 2, relatively more responding BIA schools reported building features such as roofs; plumbing; and heating, ventilation, and air-conditioning systems to be inadequate than did other schools. Almost four-fifths of the responding BIA schools reported having at least one inadequate building feature. In comparison, about one-half to two-thirds of the other groups of schools reported at least one inadequate building feature.

Table 2: Percentage of Schools With Inadequate Building Features

		National estimates for		
Building feature	Responding BIA schools	Rural/small town schools	Central city schools	All schools
Roofs	49	24	33	27
Framing, floors, and foundations	46	17	22	18
Exterior walls, finishes, windows, and doors	56	22	34	27
Interior finishes and trims	42	21	30	24
Plumbing	53	29	34	30
Heating, ventilation, and air-conditioning	66	33	42	36
Electrical power	36	23	32	26
Electrical lighting	46	22	29	25
Life safety codes	59	16	22	19
At least one inadequate building feature	79	52	66	57

During our visits to three responding schools, school officials told us that some repairs had been made, but conditions had not changed substantially. These repairs were often referred to as "Band-Aids" that

[10] Survey respondents rated the ability of their school facilities to meet the financial requirements of key education reform activities on the following scale: very well, moderately well, somewhat well, and not well at all.

kept the school operating but did not permanently correct the deficiency. Officials from the responding schools as well as the other BIA schools we visited complained that the operations and maintenance funds budgeted for their school were insufficient to properly maintain their facilities. For example, several schools were using outdated, difficult to maintain heating systems, but funds were not budgeted for boiler replacements.

Environmental Factors

Generally, the responding BIA schools also reported more unsatisfactory environmental conditions than did schools nationwide. As table 3 shows, on almost every environmental factor, about twice as many responding BIA schools as all schools nationally reported having unsatisfactory environmental conditions. Almost all of the BIA schools reported having at least one unsatisfactory environmental condition, exceeding even the problems reported by central city schools. For example, several of the schools that we visited reported outdated or inadequate heating systems. These systems are difficult and costly to repair and are not energy efficient, officials told us.

Table 3: Percentage of Schools With Unsatisfactory Environmental Conditions

		National estimates for		
Environmental factor	Responding BIA schools	Rural/small town schools	Central city schools	All schools
Lighting	30	11	20	16
Heating	44	17	23	19
Ventilation	52	24	32	27
Indoor air quality	38	17	22	19
Acoustics for noise control	49	27	32	28
Flexibility of instructional space	67	52	60	54
Energy efficiency	61	39	46	41
Physical security of buildings	57	24	26	24
At least one unsatisfactory environmental condition	94	54	65	50

Educational Reform Requirements

Responding BIA schools also more often reported that their facilities met the requirements and needs for educational reform "not well at all." As table 4 shows, for many important educational reform activities—such as large-group instruction, laboratory science, and library/media

center—substantially more of the responding BIA schools than other groups of schools reported that their facilities met the needs for educational reform "not well at all." For example, one school we visited was originally designed for 250 students but now has 354. A school official told us that in order to accommodate the increased enrollment, the school has had to convert storage space to other uses.

Table 4: Percentage of Schools Reporting They Meet the Functional Requirements of Some Key Educational Reform Activities "Not Well at All"

		National estimates for		
Activity	Responding BIA schools	Rural/small town schools	Central city schools	All schools
Instructional activities				
Laboratory science	63	37	48	42
Large-group instruction	72	40	39	38
Storage of student assessment materials	59	31	30	31
Display student assessment materials	51	28	27	28
Library/media center	25	13	14	13
Small-group instruction	12	8	12	10
Support activities				
Day care	80	82	76	78
Before-/after-school care	67	66	54	59
Social and health care services	52	28	27	27
Parent support activities	43	23	24	24
Private areas for counseling and testing	42	23	30	26
Teacher planning	28	12	15	13

Technology Elements

Finally, as table 5 shows, many of the responding BIA schools reported having insufficient capability in each of several communications technology elements needed to meet the functional requirements of modern educational technology. However, in this particular regard, these BIA schools were more comparable with other schools in the nation. For example, a little more than one-half of both the BIA schools and other schools reported insufficiency of telephone lines for modems, and more than 80 percent of all groups of schools reported insufficiency of fiber optic cable.

Table 5: Percentage of Schools Reporting Insufficient Technology Elements

Technology element	Responding BIA schools	National estimates for Rural/small town schools	Central city schools	All schools
Computers for instructional use	31	21	32	25
Computer printers for instructional use	37	25	38	29
Computer networks for instructional use	62	46	61	52
Modems	70	54	65	58
Telephone lines for modems	59	52	61	56
Telephones in instructional areas	75	58	67	61
Television sets	26	13	19	16
VCR/laser disk players	34	31	39	34
Cable television	68	30	33	32
Conduits/raceways for computer/computer network cables	74	56	67	61
Fiber optic cable	88	84	90	87
Electrical wiring for computers/ communications technology	60	40	55	46
Electrical power for computers/ communications technology	41	28	43	35

During our visits to BIA schools and interviews with BIA officials, we were told that BIA schools had been acquiring additional computers for the past several years and, in many instances, had installed networks. Officials told us that many of the schools either have Internet access or expect to be connected in the near future. On the basis of these reports, it appears that our 1994 survey data on computers and communications technology may be somewhat outdated.

Agency Comments

In commenting on our draft report, the Department of the Interior generally agreed with our findings. Interior suggested several corrections in the numbers of schools and enrollment counts, which we incorporated in the report. Interior also emphasized the unique situation faced by BIA

schools. It pointed out that, because of their locations, many BIA schools require extensive infrastructure, such as sewer lines and sewer lagoons, waterlines and elevated water storage tanks, fuel storage tanks, and electrical back-up generators. BIA funds the operation and maintenance of this infrastructure. Interior's comments appear in appendix III.

As agreed with your office, unless you release its contents earlier, we will make no further distribution of this report until 30 days after the date of this letter. At that time, we will send copies to the Secretary of the Interior and other interested parties.

The major contributors to this report were D. Catherine Baltzell, Assistant Director, and Wayne M. Dow, Evaluator-in-Charge. Please call me at (202) 512-7014 if you or your staff have any questions about this report.

Sincerely yours,

Carlotta Joyner

Carlotta C. Joyner
Director, Education and
Employment Issues

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Abbreviations

BIA	Bureau of Indian Affairs
SMSA	standard metropolitan statistical area

Appendix I

Methodology

In the spring of 1994, we undertook a survey to determine the physical condition of America's 80,000 schools. All Bureau of Indian Affairs (BIA) schools were included in our survey sample. We surveyed a nationally representative sample of about 10,000 public schools in over 5,000 school districts. We asked about (1) the physical condition of buildings and major building features, such as roofs, framing, floors, and foundations; (2) the status of environmental conditions, such as lighting, heating, and ventilation; (3) the ability of schools to meet selected functional requirements of education reform, such as having space for small- and large-group instruction; and (4) the sufficiency of data, voice, and video technologies and the infrastructure to support these technologies.[11]

Findings from the 1994 survey have been statistically adjusted (weighted) to produce estimates that are representative nationally, as appropriate. (The sampling errors for the national estimates contained in this report do not exceed plus or minus 5 percentage points unless otherwise stated.) However, although all BIA-funded schools were included in our sample, only 41 percent, or 71, responded to the survey. This response rate is too low to permit us to make estimates for all BIA schools. Therefore, we have not weighted the BIA data, but rather have reported only on the responding BIA schools.

We augmented the 1994 survey with more recent visits to selected school districts and schools. In September 1997, we visited three BIA schools that had responded to our survey, and seven additional BIA schools. During our visits, we observed schools; interviewed school and tribal officials; and examined relevant documents related to facilities. We also interviewed BIA officials, and examined data from BIA's Facilities Management System.

All data are self-reported, and we did not independently verify their accuracy. We conducted our study of BIA schools between August 1997 and December 1997 in accordance with generally accepted government auditing standards.

[11]See School Facilities: America's Schools Report Differing Conditions (GAO/HEHS-96-103, June 14, 1996) for a copy of the survey and discussion of the sampling strategy.

BIA Schools for School Year 1996-97, by State

Name	City	Grades	Enrollment, FY 1997	Percentage change		Number of portable classrooms
				Since FY 1987	Since FY 1992	
Arizona						
Casa Blanc Day School	Bapchule	K-4	332	148	36	6
Wide Ruins Boarding School	Chambers	K-6	242	69	30	3
Black Mesa Community School	Chinle	K-8	93	79	16	2
Cottonwood Day School	Chinle	K-8	250	-7	30	0
Low Mountain Boarding School	Chinle	K-5	245	83	28	2
Rough Rock Community School	Chinle	K-12	349	-9	-25	[a]
Cibecue Community School	Cibecue	K-12	468	138	75	13
Blackwater Community School	Coolidge	K-2	63	19	0	1
Dennehotso Boarding School	Dennehotso	K-8	342	36	13	1
Theodore Roosevelt School	Fort Apache	6-8	110	31	41	0
Greasewood Springs Community School	Ganado	K-8	384	-13	10	0
Kinlichee Boarding School	Ganado	K-6	139	15	-1	1
Nazlini Boarding School	Ganado	K-6	131	-9	-1	0
Hotevilla Bacavi Community School	Hotevilla	K-7	132	33	15	3
Pine Springs Boarding School	Houck	K-4	89	89	33	0
Kaibeto Boarding School	Kaibeto	K-8	455	8	35	0
Chilchinbeto Day School	Kayenta	K-8	126	-5	-7	0
Kayenta Boarding School	Kayenta	K-8	444	-3	19	3
Hopi High School	Keams Canyon	7-12	476	-15	-9	1
Keams Canyon Boarding School	Keams Canyon	K-6	115	-21	95	0
Hopi Day School	Kykotsmovi	K-6	86	-16	41	0
Rocky Ridge Boarding School	Kykotsmovi	K-8	206	-2	-15	1
Gila Crossing Day School	Laveen	K-6	111	-24	12	3
Lukachukai Boarding School	Lukachukai	K-8	421	1	7	0
Chinle Boarding School	Many Farms	K-8	513	-12	-7	0
Many Farms High School	Many Farms	9-12	351	-25	-2	23
Polacca Day School	Polacca	K-6	177	3	38	7
Cove Day School	Red Valley	K-6	74	14	19	0
Red Rock Day School	Red Valley	K-8	238	-7	6	[a]

(continued)

Appendix II
BIA Schools for School Year 1996-97, by State

Name	City	Grades	Enrollment, FY 1997	Percentage change		Number of portable classrooms
				Since FY 1987	Since FY 1992	
Rock Point Community School	Rock Point	K-12	547	25	16	0
Salt River Day School	Scottsdale	K-6	228	24	51	2
Second Mesa Day School	Second Mesa	K-6	241	1	10	8
San Simon School	Sells	K-8	286	-11	-10	0
Santa Rosa Boarding School	Sells	K-8	331	-27	-7	2
Tohono O'Odham High School	Sells	9-12	166	[b]	-17	0
Shonto Preparatory School	Shonto	K-8	656	-13	5	0
Hunters Point Boarding School	St Michaels	K-5	124	-2	8	0
Havasupai School	Supai	K-8	95	25	8	2
T'iis Nazbas Community School	Teecnospos	K-8	357	-18	-13	0
Tonalea (Red Lake) Day School	Tonalea	K-8	310	-9	7	3
Greyhills High School	Tuba City	9-12	434	-4	-3	0
Moencopi Day School	Tuba City	K-6	179	281	52	4
Tuba City Boarding School	Tuba City	K-8	1,110	23	28	1
Santa Rosa Ranch School	Tucson	K-8	127	28	3	2
John F. Kennedy Day School	White River	K-8	185	23	6	3
Dilcon Boarding School	Winslow	K-8	417	-28	-6	0
Leupp Boarding School	Winslow	K-12	421	13	7	0
Little Singer Community School	Winslow	K-6	99	102	29	0
Seba Dalkai Boarding School	Winslow	K-6	165	-22	-5	0
California						
Sherman Indian High School	Riverside	9-12	518	-2	36	0
Noli School	Santa Jacinto	6-12	47	[b]	[b]	0
Florida						
Ahfachkee Day School	Clewiston	K-12	80	67	33	0
Miccosukee Indian School	Miami	K-12	82	58	5	[a]
Iowa						
Sac & Fox Settlement School	Tama	K-8	80	8	27	3
Idaho						
Coeur D'Alene Tribal School	De Smet	K-8	80	45	82	[a]
Shoshone-Bannock School	Fort Hall	7-12	186	389	88	[a]
Kansas						
Kickapoo Nation School	Powhattan	K-12	100	25	35	[a]

(continued)

Name	City	Grades	Enrollment, FY 1997	Percentage change		Number of portable classrooms
				Since FY 1987	Since FY 1992	
Louisiana						
Chitimacha Day School	Jeanerette	K-8	53	51	13	1
Maine						
Indian Island School	Old Town	K-8	89	3	-12	1
Beatrice Rafferty School	Perry	K-8	109	-19	-17	[a]
Indian Township School	Princeton	K-8	134	41	-6	2
Michigan						
Bahweting Anishinabe	Sault Sainte Marie	K-8	175	[b]	[b]	1
Hannahville Indian School	Wilson	K-1	157	85	112	0
Minnesota						
Bug-O-Nay-Ge Shig School	Cass Lake	K-12	430	40	-16	0
Fond Du Lac Ojibway School	Cloquet	K-12	141	62	-15	5
Nay Ah Shing School	Onamina	K-12	323	773	546	0
Circle of Life Survival School	White Earth	K-12	168	102	24	2
Mississippi						
Red Water Elementary School	Carthage	K-8	109	22	31	2
Conehatta Elementary School	Conehatta	K-8	199	30	39	0
Boque Chitto Elementary School	Philadelphia	K-8	126	8	-5	1
Choctaw Central High School	Philadelphia	9-12	402	[b]	59	0
Choctaw Central Middle School	Philadelphia	7-8	142	[b]	11	1
Pearl River Elementary School	Philadelphia	K-6	464	[b]	40	3
Tucker Elementary School	Philadelphia	K-8	89	-7	-19	0
Standing Pine Elementary School	Walnut Grove	K-6	80	60	23	0
Montana						
Busby School	Busby	K-12	190	-7	27	0
Two Eagle River School	Pablo	7-12	138	151	55	0
Nevada						
Duckwater Shoshone Elementary	Duckwater	K-8	15	0	-25	0
Pyramid Lake High School	Nixon	9-12	48	-4	41	2
New Mexico						
Sky City Community School	Acoma	K-8	312	5	30	1
Dzilth-Na-O-Dith-Hle Community School	Bloomfield	K-8	344	4	-4	4

(continued)

Appendix II
BIA Schools for School Year 1996-97, by State

Name	City	Grades	Enrollment, FY 1997	Percentage change		Number of portable classrooms
				Since FY 1987	Since FY 1992	
Dibe Yazhi Habitiin Olta Inc.	Crownpoint	K-8	244	18	32	0
Lake Valley Navajo School	Crownpoint	K-8	119	1	-2	0
Mariano Lake Community School	Crownpoint	K-6	261	101	39	3
T'iists'oozi' Bi' O'lta	Crownpoint	K-8	573	28	34	0
Tse'ii'ahi' Community School	Crownpoint	K-4	168	167	47	3
Na' Neelzhiin Ji' Olta (Torreon)	Cuba	K-8	393	16	7	0
Ojo Encino Day School	Cuba	K-8	240	20	17	0
Pueblo Pintado Community School	Cuba	K-8	345	70	33	3
Santa Clara Day School	Espanola	K-6	129	13	-4	2
Navajo Preparatory School	Farmington	9-12	174	-21	10	0
Wingate Elementary School	Fort Wingate	K-8	670	28	36	6
Wingate High School	Fort Wingate	9-12	634	-14	4	1
Nenahnezad Community School	Fruitland	K-7	392	-12	-6	2
Bread Springs Day School	Gallup	K-3	159	66	28	3
Isleta Elementary School[c]	Isleta	K-6	210	-23	-5	10
Jemez Day School	Jemez Pueblo	K-6	181	-1	-8	1
Laguna Elementary School[c]	Laguna	K-5	370	[b]	3	7
Laguna Middle School[c]	Laguna	6-8	191	[b]	198	0
To' hajiilee-he (Canoncito)[c]	Canoncito	K-12	376	22	12	2
Alamo Navajo School	Magdalena	K-12	371	2	5	0
Mescalero Apache School	Mescalero	K-12	439	[b]	121	4
Crystal Boarding School	Navajo	K-6	168	24	-2	0
Tohaali Community School	Newcomb	K-8	263	-37	-5	0
Pine Hill Schools	Pine Hill	K-12	501	37	34	3
Baca Community School	Prewitt	K-4	166	54	14	2
San Felipe Pueblo Elementary School[c]	San Felipe Pueblo	K-6	349	15	10	4
Ohkay Owingeh Community	San Juan Pueblos	K-6	59	-16	37	
Sanostee Day School	Sanostee	K-3	110	31	38	4
San Ildefonso Day School	Santa Fe	K-6	24	-29	-23	2
Santa Fe Indian School[c]	Santa Fe	7-12	545	13	-4	0
TeTsu Geh Oweenge Day School[c]	Sante Fe	K-6	56	24	12	3
Atsa' Biya' a' zh Community	Shiprock	K-6	181	202	97	2

(continued)

Appendix II
BIA Schools for School Year 1996-97, by State

Name	City	Grades	Enrollment, FY 1997	Percentage change		Number of portable classrooms
				Since FY 1987	Since FY 1992	
Beclabito Day School	Beclabito	K-4	99	-6	-12	4
Shiprock Northwest High School	Shiprock	9-12	159	49	2	0
Taos Day School	Taos	K-7	164	82	40	0
Dlo' Ay Azhi Community School	Thoreau	K-6	151	34	30	1
Chuska/Tohatchi Consolidated School	Tohatchi	K-8	635	13	15	0
Chi-Ch' il-tah/Jones Ranch	Vanderwagon	K-8	261	61	17	0
Zia Day School	Zia Pueblo	K-6	84	6	-6	3
North Carolina						
Cherokee Central School	Cherokee	K-12	1,128	19	15	10
North Dakota						
Ojibwa Indian School[c]	Belcourt	K-8	340	-3	-1	25
Turtle Mountain Elementary and Middle School	Belcourt	K-8	1,144	28	16	0
Turtle Mountain High School	Belcourt	9-12	572	57	25	2
Theodore Jamerson Elementary	Bismarck	K-8	108	35	14	0
Dunseith Day School[c]	Dunseith	K-8	237	45	44	0
Tate Topa Tribal School	Fort Totten	K-8	464	21	13	4
Standing Rock Community School	Fort Yates	K-12	597	32	7	7
Twin Buttes Day School	Halliday	K-8	35	-24	6	6
Mandaree Day School	Mandaree	K-12	250	37	20	1
White Shield School	Roseglen	K-12	179	35	13	1
Trenton School	Trenton	K-12	[b]	[b]	[b]	0
Circle of Nations School	Wahpeton	4-8	198	-33	-18	1
Oklahoma						
Riverside Indian School	Anadarko	4-12	355	14	11	3
Sequoyah High School	Tahlequah	9-12	297	49	41	0
Oregon						
Chemawa Indian School	Salem	9-12	341	-5	-1	0
South Dakota						
Tiospa Zina Tribal School	Agency Village	K-12	432	118	79	[a]
American Horse School	Allen	K-8	187	43	8	0
Rock Creek Day School	Bullhead	K-8	84	-6	1	2
Cheyenne-Eagle Butte School	Eagle Butte	K-12	1,003	12	17	3

(continued)

Name	City	Grades	Enrollment, FY 1997	Percentage change		Number of portable classrooms
				Since FY 1987	Since FY 1992	
Flandreau Indian School	Flandreau	9-12	500	-14	-17	4
Crow Creek Sioux Tribal Elem.	Fort Thompson	K-5	198	32	6	4
Swift Bird Day School	Gettysburg	K-8	54	32	-16	[a]
Takini School	Howes	K-12	309	[b]	20	5
Little Wound Day School	Kyle	K-12	818	60	20	4
Little Eagle Day School	Little Eagle	K-8	100	-3	20	1
Lower Brule Day School	Lower Brule	K-12	350	28	6	2
Wounded Knee School District	Manderson	K-8	203	12	-10	0
Marty Indian School	Marty	K-12	301	9	10	0
Promise Day School	Mobridge	K-8	19	-32	73	[a]
Loneman Day School	Oglala	K-8	397	111	58	2
Pierre Indian Learning Center	Pierre	1-8	253	35	54	3
Pine Ridge School	Pine Ridge	K-12	863	51	16	0
Porcupine Day School	Porcupine	K-8	152	103	79	0
St. Francis Indian School	St. Francis	K-12	583	33	22	0
Crow Creek Reservation High	Stephan	6-12	352	133	56	6
Crazy Horse School	Wanblee	K-12	358	21	12	0
Enemy Swim Day School	Waubay	K-8	81	224	153	3
White Horse Day School	White Horse	K-8	37	-23	-3	[a]
Utah						
Aneth Community School	Montezuma Creek	K-6	278	24	28	0
Navajo Mountain Boarding School	Tonalea	K-8	131	-10	7	0
Washington						
Muckleshoot Tribal School	Auburn	K-8	102	437	108	2
Lummi High School	Bellingham	9-12	84	[b]	[b]	6
Lummi Tribal School System	Bellingham	K-8	225	196	39	7
Quileute Tribal School	La Push	K-12	79	52	98	3
Wah-He-Lute Indian School	Olympia	K-9	51	82	9	[a]
Paschal Sherman Indian School	Omak	K-8	166	78	20	3
Chief Leschi School System	Puyallup	K-12	759	420	93	0
Yakima Tribal School	Toppenish	7-12	89	78	98	1
Wisconsin						
Lac Courte Oreilles Ojibway School	Hayward	K-12	300	91	56	0

(continued)

Name	City	Grades	Enrollment, FY 1997	Percentage change		Number of portable classrooms
				Since FY 1987	Since FY 1992	
Menominee Tribal School	Neopit	K-8	251	[a]	27	0
Oneida Tribal School	Oneida	K-12	587	299	125	0
Wyoming						
St. Stephens Indian School	St. Stephens	K-12	286	-11	-18	1
Total			**47,214**	**25**	**18**	**302**

Note: Schools listed in this table exclude peripheral dormitories.

[a]Not reported.

[b]Not applicable.

[c]School visited by GAO.

Comments From the Department of the Interior

United States Department of the Interior

OFFICE OF THE SECRETARY
Washington, D.C. 20240

DEC 8 1997

Ms. Carlotta C. Joyner
Director, Education and Employment Issues
Health, Education, and Human Services Division
U.S. General Accounting Office
Washington, D.C. 20548

Dear Ms. Joyner:

We have reviewed the draft audit report titled "School Facilities: Reported Condition and Costs to Repair Schools Funded by Bureau of Indian Affairs" and generally agree with the report findings. However, we are suggesting minor changes to the report language for clarification.

Now on p. 3.

The Bureau of Indian Affairs (BIA) funded 187 schools for school year 1996-97, not 175 as noted on page 4 of the draft report. In addition, there are differences in the enrollment figures cited in the draft report and the official BIA figures based on the Indian School Equalization Program count. Since the purpose of this section is to show the increased attendance at BIA funded schools, we suggest the following change: BIA funded 187 schools in school year 1996-97 consisting of 173 day and boarding schools and 14 peripheral dormitories. Enrollment at the 173 day and boarding schools was 47,214. The number of students at day schools in footnote 6 should be 26,752. In addition, we suggest the title of Appendix II be changed to "BIA Schools (Excluding Peripheral Dormitories) for School Year 1996-97 by State." Also, certain corrections should be made to Appendix II. We have attached a marked-up copy of the appendix showing the suggested changes.

Now footnote 7.

Now on p. 4.

BIA has not started validating the facilities backlog as indicated on page 6. We recommend replacing the existing sentence with the following: BIA is currently developing a new Facilities Management Information System and will be validating and reassessing the entire facilities backlog and inventory. The system development and validation projects are scheduled for completion in fiscal year 1999.

Now on p. 3.

We believe the isolation of BIA schools significantly affects their infrastructure needs. We suggest expanding the last paragraph on page 4 to include the following: Because of their location, many BIA schools require extensive infrastructure to support the schools such as: sewer lines and sewer lagoons, waterlines and elevated water storage tanks, fuel storage tanks, and electrical back-up generators. This infrastructure must be operated, maintained, repaired or replaced with BIA funds. In addition, because of remoteness, the schools may have their own facilities maintenance shops, bus garages and fire facilities. These conditions are not comparable to urban schools and some rural/small town schools.

Thank you for the opportunity to comment on this draft. If you have any questions regarding our response, please contact Ms. Linda Richardson, Director, Office of Audit and Evaluation at 208-1916.

Sincerely,

Kevin Gover

Assistant Secretary - Indian Affairs

Enclosures

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